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17. ABSTRACT (MAX. 250 WORDS)

A special curriculum is envisioned which would include an eight-hour school day for six months of the year. Emphasis would be placed on English, mathematics, and social studies.

Student progress would be determined by standardized tests, or tests designed for the special curriculum. Grade placement would be used in social studies, science, physical education, art, music, and industrial arts. Language arts and mathematics,however, would not be tied to grade level.

The major portion of the migrant child's school day would be spent learning language skills. There would be levels of learning in English. The levels include getting acquainted in an English language environment, showing growth in speaking English and getting ready to read and write, and increasing oral language power and learning to read and write. Fundamental mathematics needs would be provided for migrant children through a balanced mathematics program. The social studies program would include an appreciation of citizenship in democratic nations, an appreciation of individual rights, and an understanding of ways to improve standards of living.

Suggested plans for science, physical education, health education, music, industrial arts, general shop, occupational training in agriculture, homemaking education, occupational training in industry, and occupational training in distribution are included. Daily and yearly scheduling of class time, and subjects to be included in grades one through eight, are discussed.

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ERIC Form 1

PROPOSED CURRICULUM PROGRAM

for

TEXAS MIGRATORY CHILDREN

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Texas Education Agency
April, 1963

ED002652

Approximately two years ago the members of the State Board of Education and the Commissioner of Education began to give intensive thought to the problems of educating the children of migrant workers in the State of Texas.

On February 10, 1963, R. P. Ward was appointed special consultant to conduct a survey to determine the number of children in this classification, the geographical areas which they occupy, and the patterns of migration which they follow. Mr. Ward visited schools of home-based migratory children as well as receiving schools of these children throughout the State and compiled these data.

On January 7, 1963, the State Board of Education approved the appointment of an advisory commission to consider ways to educate migrant children. From the work of this Commission have come two suggestions for meeting needs of schools with migrant children:

1. A finance formula eliminating the 5% increase factor and providing a direct allocation based on ADA earned in the current reporting period of a regular nine-month program, or

2. A six-month school providing approximately the same amount of time for instruction as provided by the regular nine-month school.

The six-month school is envisioned as one that will offer approximately 1,050 clock hours of instruction. The term will begin the first Monday in December and continue through the first Friday in June, with December 24, 25, 26 and Good Friday designated as holidays.

The school week will be made up of five 8-hour days, each beginning at 8 a.m. and closing at 5 p.m. The twenty-seven week term will provide 1,052 clock hours of instruction time (as compared with the minimum requirement of 1,050 hours in the regular 9-month program) for children in their third through eighth years in school. It will provide a total of 780 (as compared with the minimum requirement of 788 hours in the regular 9-month program) clock hours of instruction time for children in their first and second years who will attend school for six hours each day.

It has been suggested that a four-hour session be provided on Saturday morning. If this provision is considered practical, 100 additional clock hours of instruction time could be provided in the six-month school.

An advisory committee, composed of elementary principals, supervisors, and teachers from schools in the lower Rio Grande Valley and the upper

coastal region, has prepared suggestions for a curriculum program designed for a six-month school for migratory children. They considered these things in their planning:

1. Approximately 80 to 90% of the migrant children in Texas do not speak English.

2. Children who remain in the migratory stream are two or more years educationally retarded.

3. Lengthening of the school day does not insure that the additional time may all be devoted to intensive academic effort.

4. It may be difficult to get children to attend Saturday sessions.

On the basis of these considerations, this committee recommended that a nongraded organization of subject matter be planned in language arts and mathematics. Levels of work in these areas will be developed with check points arranged at specific intervals so that students progress at their individual rate of speed and move to new levels once an accepted standard of mastery has been achieved. Student progress will be determined by standardized tests selected from those available or tests designed especially for this project.

In social studies, science, physical education, art, music, and industrial arts, a grade or chronological placement of children is proposed. Industrial arts and homemaking will be provided for students age 13 or above when they have been in school five or more years.

This committee has recommended that a self-contained classroom organization be followed in the first four school years and possibly the fifth year. These children need the security provided in the self-contained classroom. If teachers specifically qualified in language arts, in mathematics, or in social studies are available, departmentalization is suggested for school years 6, 7, 8, and possibly 5. By their fifth year in school the overage children can begin to derive benefit from contact with more teachers.

The first priority in subject matter will be the teaching of English with emphasis on the oral-aural approach. Mathematics will be given the second priority, with emphasis on incorporating the

experiences of the migrant child into problems. The third priority will be given to social studies. Attention will be given to experiences to extend the oral vocabulary of the children, to emphasis on responsibilities and privileges of citizenship, and to examination of behavior and attitudes in evaluation of student work.

It must be recognized that the use of the eight-hour school day is a severe departure from a traditional program. In the suggested schedules which follow, care has been taken to provide an alternating active-passive routine so that the extra time can be used more effectively.

The use of the Saturday session also presents a challenging departure from the regular. The advisory committee has suggested that this time may be used for special programs in social studies with emphasis on vocabulary-building field trips or films or filmstrips, to projects involving arts and crafts, music and music appreciation, or to vocational programs. Language laboratories with dual-sound tracks might also be provided for the Saturday program to give practice in oral English.

SCHEDULING OF CLASS TIME, DAILY AND YEARLY, SUBJECTS TO BE INCLUDED, GRADES 1-8

GRADE 1, SELF-CONTAINED CLASS

MORNING	Average Minutes Daily	Average Hours Yearly
. Oral Language Development Greetings, talks and sings about the flag, directions for work...	30	65
. Arithmetic, Steps 1-6* Oral emphasis, language learning, number concepts, arithmetic vocabulary, operations of addition and subtraction, simple measuring experiences...	30	65
. English Language Arts Development, Level 1** (Basic speaking vocabulary, reading readiness activities...	30	65
. Physical Education Instruction Non-sport games, rhythmic activities, appraisal...	30	65
. Social Studies Home, school, and community--oral-aural-activities approach...	30	65
. Health and Safety Food selection, cleanliness, bus safety,...	15	33

* See explanation of Arithmetic Steps, pp. 30-37.

** Language Development at appropriate levels and within a workable range of possibly three levels in a single class.

AFTERNOON

.	Rest. Reading aloud by teacher, listens to music...	30	65
.	Arithmetic, Steps 1-6, alternate days with Music. Arithmetic games, dramatization, oral drill, vocabulary maintenance, measuring activities.	20 20	20
.	Music, alternate days with afternoon Arithmetic. Listening, singing...	20	43
.	Oral Language Practice Science emphasis, related to the pupil's environment...	30	65
.	Art Drawing, clay modeling, finger painting...	30	65
.	Directed Play Toys, dramatization, pets...	30	65
.	Oral Language Development Children's stories; listening to teacher, tape, or records...	30	65
.	Excursion Observation and discussion, environment of the school and grounds...	20	43
		355	763

Distribution of Time:

			Per cent of Total Time
.	English Language Arts	150	325	42
.	Arithmetic	40	87	11
.	Social Studies	30	65	8.5
.	Physical Education	30	65	8.5
.	Art and Music	40	87	11
.	Health and Safety	15	33	4
.	Directed Play, Excursion	50	102	14

GRADE II, SELF-CONTAINED CLASS

Morning	Average Minutes Daily	Average Hours Yearly
. Oral Language Development Talks and sings about the flag, planning, directions for work...	20	43
. Basal Reading At possibly three levels, direct instruction, group and individual exercises ...	55	119
. Arithmetic, Steps 1-10 Number concepts, operations of addition and subtraction, vocabulary, written numerals ...	30	65
. Physical Education Instruction Non-sport games, contests, relays, rhythmic activities, appraisal...	25	54
. Social Studies Community--geography, history, citizenship, resources ...	40	86
. Health and Safety Food selection and cleanliness Bus and bicycle safety ...	15	33
Afternoon		
. Rest. Story telling or reading aloud by teacher and/or pupils, listen to music...	30	65
. Arithmetic, Steps 1-10 Games, dramatization, discovery, experiences with concrete objects, oral drill, measuring experiences ...	20	43
. Music and Art, alternate days Listening, singing, drawing, painting with tempera ...	20	43

Afternoon	Average Minutes Daily	Average Hours Yearly
. Oral Language (Children's stories, listening to teacher, tape, records; some science content from pupil's environment ...	25	54
. Directed Play (Toys, dramatization, pets ...	30	65
. Composition and Mechanics (Dictation of simple stories; short narratives, handwriting, and spelling...	25	54
. Directed Reading (Supplementary readers, library books ...	25	54
. Observation and Excursion (Readiness for earth and life science ...	20	44
	360	780

Distribution of Time:			Per Cent of Total Time
. English Language Arts	155	336	43
. Arithmetic	50	108	14
. Social Studies	40	87	11
. Physical Education	30	65	8.4
. Art and Music	20	43	5.5
. Health and Safety	15	33	4.2
. Directed Play	30	65	8.4
. Observation and Excursion	20	43	5.5
	360	781	100

GRADE III, SELF-CONTAINED CLASS

Morning	Average Minutes Daily	Average Hours Yearly
Oral Language Development Talks and sings about the flag, planning, directions for work....	15	33
. Basal Reading At possibly three levels, direct instruction, group and individual exercise...	60	130
. Arithmetic, Steps 1-15 Number concepts, basic operations, vocabulary, problem solving, measurement ...	40	87
. Physical Education Instruction Non-sport games, contests, relays, rhythmic activities, track and field...	30	65
. Social Studies Geography of the state, the county as a unit, history of the county, natural resources of the Rio Grande Valley ...	45	98
. Oral Language Children's stories, listening to the teacher, tape, records; drills ...	30	65
Afternoon		
. Rest. Story telling or reading aloud by the teacher and/or pupils, listen to music...	30	65
. Arithmetic, Steps 1-15 Games, dramatization, supervised study, maintenance of skills, charts and puzzles ...	20	43
. Music Listening, singing ...	20	43
. Science Observation--life, earth...	30	65

Afternoon	Average Minutes Daily	Average Hours Yearly
. Physical Education Instruction Non-sport games, contests, relays, rhythmic activities, track and field...	20	43
. Composition and Mechanics Dictation of simple stories, writing of short narratives, handwriting and spelling ...	45	98
. Directed Reading Supplementary readers, library books ...	45	98
. Art Drawing, painting with tempera, modeling with clay ...	30	65
. Health and Safety Food selection, cleanliness... Home, bus, school, bicycle, and traffic safety ...	30	65
. Field Trips, Supervised Study ...	35	87
	480	1052

Distribution of Time:			Per Cent of Total Time
. English Language Arts	180	390	38
. Arithmetic	60	130	13
. Social Studies	45	98	9
. Physical Education	50	109	10
. Science	30	65	6
. Health and Safety	30	65	6
. Art and Music	50	109	10
. Field Trips and Supervised Study	35	76	8
	480	1052	100

GRADE IV, SELF-CONTAINED CLASS

Morning	Average Minutes Daily	Average Hours Yearly
. Oral Language Development Pledge of allegiance, planning, directions for work ...	15	33
. Basal Reading At possibly three levels, direct instruction, group and individual exercises ...	60	130
. Arithmetic, Steps 1-21 Numeration, basic operations Fractions, problem solving ...	40	87
. Physical Education Instruction Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, volleyball, softball, soccer, rhythmic activities...	25	54
. Social Studies The state: geographic relationships as a unit, Rio Grande Valley in early days, state parks ...	50	109
. Oral Language Children's stories, listening to and emulating the model: teacher, tapes, records ...	30	65
. Health and Safety Food selection, personal grooming ... Home, school, bicycle, traffic, recreation safety ...	20	43
Afternoon		
. Directed Reading Supplementary readers, library books ...	30	65

Afternoon	Average Minutes Daily	Average Hours Yearly
. Arithmetic, Steps 1-21 Games, supervised study, skills reinforcement, oral drill, charts and puzzles ...	20	43
. Music Listening, singing, introduction to music theory ...	30	65
. Science Observation--life, earth...	40	87
. Physical Education Instruction Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, volleyball, soft-ball, soccer, rhythmic activities...	25	54
. Composition and Mechanics Writing of stories, handwriting, spelling, language study ...	45	98
. Art and Crafts Drawing, painting with tempera, modeling with clay. Basketry, papier-mache ...	40	87
	470	1009

Distribution of Time:			Per Cent of Total Time
. English Language Arts	180	390	38
. Arithmetic	60	130	12
. Social Studies	50	109	11
. Physical Education	50	109	11
. Science	40	87	9
. Health and Safety	20	43	4
. Music, Art, Crafts	70	141	15
	470	1009	100

GRADE V, SELF-CONTAINED CLASS OR DEPARTMENTAL WORK, BLOCKS OF TIME FOR ENGLISH LANGUAGE ARTS

	Average Minutes Daily	Average Hours Yearly
Morning		
. English Language Arts Oral language practice, listening to model, basal reading...	90	195
. Music Listening, singing, theory...	30	65
. Arithmetic, Steps 1-27 Basic operations, fractions, simple geometric concepts, problem solving...	45	98
. Physical Education Instruction Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, softball, basketball, touch football, rhythmic activities...	25	54
. Social Studies The state: history, heritage from Indians and Spanish speaking nations, conservation of the state's resources...	50	109
Afternoon		
. English Language Arts Directed reading in supplementary readers and library materials, creative composition, language structure, handwriting, spelling...	90	195
. Arithmetic, Steps 1-27 Games and puzzles, supervised study, drill and skill reinforcement...	30	65
. *Art and Crafts, Homemaking, or Industrial Arts Art and Crafts: drawing, painting with water colors, modeling with clay. Paper crafts, leathercraft, camp crafts	50	109

*Only those pupils who are 13 years of age or older receive Homemaking (girls) or Industrial Arts (boys). See pages 54-67 for a description of these courses. Younger pupils take Art and Crafts.

	Average Minutes Daily	Average Hours Yearly	
Afternoon -			
. Science and Health (General science, physiology...	50	109	
. Physical Education Instruction and Safety (Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, softball, basketball, touch football, rhythmic activities...	20	43	
	480	1042	
Distribution of Time:			Per Cent of Total Time
. English Language Arts	180	390	38
. Arithmetic	75	163	16
. Social Studies	50	109	10
. Physical Education and Safety	45	98	9
. Music	30	65	7
. Art and Crafts, Homemaking, or Industrial Arts	50	109	10
. Science and Health	50	109	10
	480	1042	100

GRADE VI, SELF-CONTAINED CLASS OR DEPARTMENTAL WORK, BLOCKS OF TIME FOR ENGLISH LANGUAGE ARTS

	Average Minutes Daily	Average Hours Yearly
Morning		
. English Language Arts Oral language practice, listening to model, basal reading, Levels 1-16, mechanics, including spelling...	90	195
. Music Listening, singing, theory...	30	65
. Arithmetic, Steps 1-32 Basic operations, fractions and decimals, problem solving...	45	98
. Physical Education Instruction Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, speedball, basketball, rhythmic activities...	25	54
. Social Studies The Nation, its geography. Relationship of State and Federal governments. Heritage from England and France. Conservation of Southwest natural resources...	50	109
Afternoon		
. English Language Arts Directed reading in supplementary readers and library materials, composition, language structure, handwriting, spelling...	90	195
. Arithmetic, Steps 1-32 Games, supervised study, cross number puzzles, skill reinforcement...	30	65
. *Art and Crafts, Homemaking, or Industrial Arts Art and Crafts: drawing, painting with water colors, modeling with clay. Paper crafts, leathercraft, camp crafts...	50	109

* Only those pupils who are 13 years of age or older receive Homemaking (girls) or Industrial Arts (boys). See pages 54-67 for a description of these courses. Younger pupils take Art and Crafts.

	Average Minutes Daily	Average Hours Yearly	
Afternoon - continued			
. Science and Health General science...	50	109	
. Physical Education Instruction and Safety Appraisal, basic movements, exercise, non-sport games, contests, relays, gymnastics, speedball, basketball, rhythmic activities...	20	43	
			Per Cent Of Total Time
Distribution of Time:			
. English Language Arts	180	390	38
. Arithmetic	75	163	16
. Social Studies	50	109	10
. Physical Education and Safety	45	98	9
. Music	30	65	7
. Art and Crafts, Homemaking, or Industrial Arts	50	109	10
. Science and Health	50	109	10
	480	1042	100

GRADES VII & VIII, DEPARTMENTAL WORK

(Recommended Plan)

	Average Minutes Daily	Average Hours Yearly
Subjects Required of All Pupils:		
English Language Arts, Morning Period Basal reading, oral language practice...	90	195
English Language Arts, Afternoon Period Directed reading in supplementary readers, literary anthologies, and library materials; composition, language structure, handwriting, spelling...	90	195
Arithmetic, Morning Period, Steps 1-42 Basic operations and skill maintenance, geometric concepts, scale drawing, problem solving, denominate numbers.	45	98
Arithmetic, Afternoon Period Alternate days with Afternoon Social Studies--drills, supervised study, charts, scale drawing, in formal arithmetic...	22 1/2 ave.	49
Social Studies, Morning Period The Nation, history, geography, American Heritage, citizenship...	45	98
Social Studies, Afternoon Period The Nation--same content as morning period... Alternate days with Afternoon Arithmetic	22 1/2 ave.	49
Physical Education, Health, Safety Appraisal of fitness, conditioning	45	98

	Average Minutes Daily	Average Hours Yearly
exercises, basketball, touch football, soccer, softball, aquatics, gymnastics, rhythmic activities, track and field, recreational games...		
Science--Life, earth, physical	45	98
	415	880

Additional Courses Recommended to be Offered. Each pupil must enroll for two of the courses in this group each of the years 7 and 8. (382 clock hours total)

Band	45	98
Orchestra	45	98
Spanish	45	98
Typewriting	45	98
Occupational Training in		
Agriculture	45	98
Distribution	45	98
Industry	45	98
Industrial Arts General Shop	45	98
Art	45	98
Speech	45	98
Drama	45	98
Homemaking	45	98
Vocal Music	45	98

Distribution of Time:			Per Cent of Total Time
English Language Arts	180	290	36
Arithmetic	67 1/2	147	14
Social Studies	67 1/2	147	14
Physical Education, Health, Safety	45	98	9
Science	45	98	9
Other Courses (each year, 7 and 8)	90	195	18
	495	1075	100

GRADES VII & VIII, DEPARTMENTAL WORK

(Alternate Plan)

	Average Minutes Daily	Average Hours Yearly
Subjects Required of All Pupils, Each Grade, 7 and 8:		
. English Language Arts, Morning Period Basal reading, oral language practice...	55	119
. English Language Arts, Afternoon Period (Directed reading in supplementary readers, literary anthologies, and library materials; composition, language structure, handwriting, spelling...	55	119
. Arithmetic, Morning Period, Steps 1-42 Basic operations and skill maintenance geometric concepts, scale drawing, problem solving, denominate numbers...	55	119
. Arithmetic, Afternoon Period Alternate days with Afternoon Social Studies--drills, supervised study, charts, scale drawing, informal arithmetic...	27 1/2 ave.	59
. Social Studies, Morning Period The Nation, history, geography American heritage, citizenship...	55	119
. Social Studies, Afternoon Period The Nation--same content as morning period... Alternate days with Afternoon Arithmetic	27 1/2 ave.	59
. Physical Education, Health, Safety Appraisal of fitness, conditioning		

	Average Minutes Daily	Average Hours Yearly
exercises, basketball, touch football, soccer, softball, aquatics, gymnastics, rhythmic activities, track and field, recreational games...		
Science (Life, earth, physical. Alternate days both years or daily for one year	27 1/2 ave.	59
	357 1/2	772

Additional Courses Recommended to be Offered. Each pupil must enroll for three 119 hour courses from this list during the two-year interval. (357 clock hours total)

Spanish	55	119
Speech	55	119
Drama	55	119
Art	55	119
Band	55	119
Orchestra	55	119
Industrial Arts General Shop	55	119
Occupational Training in		
Agriculture	55	119
Distribution	55	119
Industry	55	119
Typewriting	55	119
Homemaking	55	119
Vocal Music	55	119

Distribution of Time:			Per Cent of of Total Time
English Language Arts	110	238	25
Arithmetic	82 1/2	178	19
Social Studies	82 1/2	178	19
Physical Education, Health, Safety	55	119	12
Science	27 1/2	59	6
Other Courses (each year, 7 and 8)	82 1/2	178	19
	440	950	100

TESTING

Purpose: Evaluate the pupil's ability to learn and assess subject matter mastery.

Problems:

1. Finding ability tests appropriate for the pupil's level and background.
2. Finding achievement measures appropriate for the pupil's educational level and the content of the special curriculum.

Suggested Solutions

Ability Tests. The Spanish edition of the Inter American Test of General Ability Level 1 - Primary might be administered as a combined readiness and ability test. The results would indicate the extent of the pupil's Spanish vocabulary which would indirectly give a clue to his ability to learn English or receive other forms of instruction in Spanish. The English form of this test might be given later in the first year or at the beginning of the second year. This test has been used on a restricted basis with pupils similar to the migrant student.

Spanish and comparable English editions of this test are available at higher levels as needed.

Achievement Tests. The use of achievement tests to determine mastery of a unit or readiness for advancement to the next level will depend on the range of the unit and a suitable definition of mastery. It is improbable that any of the standardized tests currently on the market would be suitable for the group without modification. Certainly, none are available unless the language barrier is surmounted. It might be possible to use the few predominantly pictorial primary level tests with mixed Spanish-English directions by the teacher, i.e. the teacher using Spanish when the English word is not in the pupil's vocabulary. (Dígame qual house tiene five ventanas.) If this method is attempted, special norms would probably be essential for interpretation.

The alternative to using standardized tests would be to utilize workbook, textbook, and teacher-made tests, especially during the first three years. Representatives from the various schools might prepare uniform materials for use by the whole project. These uniform teacher-made tests could be used for end-of-unit or end-of-level measurement, if a common text and guide is adopted.

Achievement tests stressing the basic skills might be introduced in grade 4 or 5, if they have not been used at a lower level. A fair picture of the pupil's attainment would probably result from administration of a test appropriate to the actual grade level and a second test suited to the next lower level, i. e. both intermediate and primary editions of the same test. The important consideration is that scores fall within the functional range of the instrument without too many cases piling up at either extreme. Use of any standardized test should be based on extensive review by teachers and try-out on a sample population. This would be the only practical way to insure a high degree of content validity for the tests.

At any time a student appears ready to enter the regular 9-month program, it would seem appropriate to follow the dual testing procedure outlined above. The results of the multi-testing when compared with the results for regular students should give a good indication of how well the pupil will function in the regular classroom.

ENGLISH LANGUAGE ARTS

For the migrant child, the major portion of the school day will be spent in developing language skills--listening to and understanding English speaking English, reading English, and writing English.

In planning the program for the migrant in a shortened school year and a lengthened school day, the following guidelines should be considered:

1. Listening and speaking are the focal elements in the program. They introduce every lesson in reading and writing and every lesson involving reading and writing (as in health, arithmetic, social studies, and science).

2. The progress of pupils through the English language arts program is continuous, with rate adjusted to needs and abilities. For this reason, the program has been described by levels instead of grades. Although chronological age makes a great difference in experiences planned and the materials used with pupils, the skills instruction is determined by what he has learned, where he is on the continuum, what level he is ready for.

3. Informal standard speech is the goal. The teacher, as the model to be imitated, is an authentic speaker of English, fluent in the use of English with a dialect acceptable in the school community.

4. Because of the need for a clearly defined sequence of skills, with small measurable steps, the basic program in reading is built upon one series of basal readers. Additional readers from the state-adopted list, along with supplementary readers, workbooks, and duplicated materials, complement the single series. Pupil placement in the reading sequence may be determined by several methods: informal tests furnished by the publisher of the basal readers, Botel's or Kott meyer's reading inventories, Gray's Oral Reading Paragraphs, Dolch's 220 Basic Word List, SRA Phonics Survey Test, the Boston Primary Test (end of 3rd grade), and teacher-made informal tests developed from the basal readers.

5. Grammar and usage instruction is appropriate to the needs of pupils. If illiteracies occur, simple correction and drills for the individual and/or the group will be needed: one or two illiteracies are tackled at a time. Grammar instruction is functional and inductive.

The goal is the development of sentence sense, through the use of English language for communication. Memorization of definitions and formal teaching of parts of speech are minimized.

6. The spelling program is planned to coordinate with the composition and study skills instruction. The State-adopted textbooks in spelling is used, not on grade level, but on the basis of when the words to be learned are to be used in writing.

7. As in the case of spelling, the learning of punctuation and capitalization is timed to their use in what is read and written. The order is this: the pupil becomes aware of the connection between his voice inflection and punctuation; then as he uses sentence patterns familiar in oral language, he learns how this "talk" is "written," how capitalization and end punctuation signal intonation.

8. Literature study should be an outgrowth of the reading of pupil and the reading aloud of teacher. Books--appropriate both to pupil reading level and to his interests--should be a part of the classroom setting. He is encouraged to become independent in his reading so that he can read for himself with pleasure and profit.

9. Although the State-adopted textbooks in reading are basic in setting level expectancies, over-age migrant pupils will not respond favorably to these materials in instruction. Other books must be provided, especially after Levels 9 and 10.

10. Just as special materials may be needed for the migrant, special methods may also be desirable: the tactile-kinesthetic approach in spelling and word-attack skills; programmed materials, tape recorded drills in oral language.

11. An evaluation record will be needed--a record which can move with the migrant. New York City has developed a pupil reading record which might be adapted to the Texas migrant pupil. One area of this record rates the child who is non-English speaking: Rating "F" (Speaks no English); Rating "E" (Speaks English only in those situations for which he has learned English words); Rating "D" (Speaks English haltingly at all times but tries to speak on many occasions); Rating "C" (Speaks English hesitantly at times, but speaks adequately for most situations; Rating "B" (Speaks English fluently but with foreign accent); Rating "A" (Speaks English fluently for age level; no foreign accent). The record would also include level of reading growth, determined by an agreed-upon instrument, formal or informal.

Level One

GETTING ACQUAINTED IN AN ENGLISH LANGUAGE ENVIRONMENT

- This period corresponds to the summer program for non-English speaking students, except that more time may be given to the instruction, the students are older by at least several months, and, because more hours each day are spent in the English-language environment, some English can be learned more thoroughly.

- The simple conversational patterns and social conventions (address, greetings, responses) are introduced and learned through repetitive drills, with the teacher as the model. These drills can be informal--in games, songs, dramatizations, for younger pupils; or more formal--in pattern drills on tape or teacher-led.

- The vocabulary developed in this level is chosen carefully from the pupil's own environment and experiences. This vocabulary anticipates word needs of the pupil as he grows at school -- the needs of the reading program, and instruction in health, social studies, and arithmetic.

- An acquaintance with books is established at this level. Books are in the room; the teacher reads aloud from them. The importance of written language is established; the names of students, for instance, are used to label their supplies and their desks.

- The materials for language instruction at this level may be simple. A tape recorder or record player is desirable. Many manipulative and tangible objects, pictures, and other visuals are available. The non-English speaking program bulletin will be helpful in establishing the materials needed for this level.

- The length of time spent in this level by the pupil will depend upon his needs and abilities. Before he moves to the reading readiness period, he must have become a member of the classroom group, able to speak with others and to understand simple directions.

Level Two

SHOWING GROWTH IN SPEAKING ENGLISH AND
GETTING READY TO READ AND WRITE

- This period corresponds to "reading readiness" as exemplified in the several reading programs in state adoption, except that more time daily may be given to readiness instruction because of the parallel need for oral language facility. It is probable that special readiness materials should be developed, to be used before, and in addition to, the readiness books of the basal series. The gaps between passive (listening with understanding), active (speaking), and basal reader vocabulary should be shortened.

- Repetitive drills in oral language (listening, understanding, speaking) continue. Simple conversational patterns and social conventions become established; pupils develop flexibility and fluency in communication in these simple patterns.

- The student's experiences with books, with written language, with successful communication as listener and speaker are broadened, even though actual reading instruction has not begun.

- The same kinds of materials as are needed in Level One are desirable here, since this period is a reinforcement of those things learned earlier.

- The length of time a child stays in this level depends on his individual needs and abilities. When he leaves this level, he should have the auditory and visual perception skills of a pre-reading level. His facility in oral English should permit his moving into pre primer materials.

Level Three

GROWING RAPIDLY IN ORAL LANGUAGE FACILITY;
BEGINNING TO READ AND WRITE

- Since initial reading experiences are based on the pupil's functional (oral) vocabulary, simple experience charts and dictated stories developed by teacher and pupils are a valuable resource in reading.

- Word meaning is developed concurrently with word recognition skills. The sequence of word recognition skills in the basal reading series are followed, with additional practice materials provided to reinforce the learnings.

- Pattern drills in oral language continue; opportunity is provided for speaking as a preparation for reading and as a check on reading comprehension. Speaking and listening continue to be the vehicles for instruction in social studies, health, arithmetic, science.

- The chart and descriptions in Bulletin 617 may be used to define this level. Handwriting (manuscript) begins; the concept that words should be spelled correctly begins to be developed here; simple writing tasks are initiated, always after appropriate oral preparation.

- The pre-primers set the skills instruction in the reading for this level. Several more than those adopted should be used. Library books, supplementary readers, and primary dictionaries are essential.

Level Four

INCREASING ORAL LANGUAGE POWER;
LEARNING TO READ AND WRITE

- This is the level of the primer. Several more than the one adopted are to be used. Library books and supplementary readers are used. Characteristic of this level is the pupil's successful use of language -- he hears with understanding, he speaks and is understood, he is reading simple materials with understanding.

- Oral composition (short stories with events told in chronological order) are included. Written compositions, short and simple, are built with familiar words about experiences. They may be dictated first to the teacher and then read by the pupil.

- Manuscript writing practice is provided. Spelling instruction is begun.

Levels Five and Six

- At these levels the pupils work with Grade One books. The two-book sequence of the basal series (1.1 and 1.2) must be supplemented with practice materials -- library books and supplementary readers.

* (Other elements -- oral language development, written composition and the mechanics of spelling, handwriting, capitalization, punctuation build upon the previous level, and the specific expectancies should be established in more detail, using the TEA curriculum materials and other resources.)

Levels Seven and Eight

- At these levels the pupils work with Grade Two books. The two-book series (2.1 and 2.2) are supplemented with other materials, such as library books and supplementary readers.

* (See note, Level Five.)

Levels Nine and Ten

- The two books labelled 3.1 and 3.2 are used at these levels.

* (See note, Level Five.)

Levels Eleven and Twelve

- Fourth Grade readers define the scope of these levels.

* (See note, Level Five.)

Levels Thirteen and Fourteen

- Fifth Grade readers define the scope of these levels.

* (See note, Level Five.)

Levels Fifteen and Sixteen

- Sixth Grade readers define the scope of these levels.

* (See note, Level Five.)

Levels Seventeen and Eighteen

The basal readers for Grades 7 and 8 define the scope of these levels.

- In composition, about half the time is spent in oral work, the other in written work. (See the course descriptions in Bulletin 615.) The program for the migrant student who has achieved 7th and 8th grade reading levels will probably be similar to that described for the average student in the regular program.

- If he reads at these levels, he probably will become a high school student functioning well in the school program.

ARITHMETIC, GRADES 1-8

Arithmetic for migrant children provides a balanced mathematics foundation geared to the functional needs of these children. The sequence of topics (or steps) is adjusted to the child's ability in communication. (Example: language and vocabulary emphasis precede meanings and concepts of numbers.) Computation skills may be developed early because computation acts as a common vehicle of communication. Expectations for pupils are kept low in the beginning grades; as the child achieves communication skills, he can progress more rapidly.

The content in the program is a modified version of the course descriptions specified for the nine-month school program in Bulletins 617 and 615. Mathematics units are to be developed around experiences of children, while vocabulary and skills are to be made functional to their way of life. Applications of the content chosen should come from surroundings or situations familiar to the child; they should reinforce language arts and social studies vocabulary. The attitude of discovery or of curiosity is to be fostered whenever possible.

Present arithmetic textbooks do not appear to be suitable for teaching migrant children. Needed instructional materials would

- be suited to a child who speaks little or no English (in first and second grades.)
- provide concrete and graphic settings for instruction where possible.
- use settings and examples appropriate to the child's early experiences.

Content to be used is to be developed into a sequence of "steps" not tied to grade lines. Teachers plan instruction and pupil progress (evaluation and recording of progress) around each step.

Arithmetic Program for Migrant Children
(Content extracted from Course Descriptions in Bulletins 615 and 617)

PROPOSED STEPS	Grade Level
1. Symbolism (language)	1
. Language emphasis with much oral practice (It is assumed that 85%-90% of these children do not speak English; therefore, the beginning of the Arithmetic Program must be learning to use the language.	
. Vocabulary; this has two aspects	
.. A beginning general vocabulary	
.. The vocabulary needed for arithmetic	
. Vocabulary of quantity (more, more than, less, less than, big, too big, little, too little, halves, tall, taller than)	
. Symbols (numerals and +) used to indicate certain things (may be delayed until Steps 2 and 3)	
Other ideas	
2. Numbers	
. Meanings and concepts (concrete objects, groups of objects)	1
. Oral practice (language emphasis) and counting experiences	
. Recognition and selection of groups	
. Reading and writing numbers may be used as children learn these skills	

	Grade Level
Other ideas	
3. Operation of Addition	1
. Vocabulary and symbolism	
. Idea of combining and other preparation for addition	
. Addition facts 1-6 (or a portion thereof)	
. Doubles related to counting by twos	
Other ideas	
4. Operation of Subtraction	1
. Vocabulary and symbolism	
. Idea of separating and other preparation for subtraction	
. Subtraction facts 1-6 (or as in Step 3)	
. Relate subtraction to addition	
Other ideas	
5. Measurement (functional) recognition and experiences:	1
. Money -- coins, dollar bills...	
. Time -- clock, hour, morning, noon, night, today, tomorrow...	
. Calendar -- day, week, today, tomorrow...	
. Weight -- scales, pounds...	

Grade Level

- Linear
  ruler, yardstick (yards of cloth)...
- Quantity -- dozen, pairs, all,
  both...
- Liquid Measure -- pint, quart, cup...
- Fractions -- one-half of a whole...
- Other measures

6. Writing Numbers
   - Review of language and symbols 1
   - Oral practice
   - Activities involving written numbers

   Other ideas

NOTE: Due to the language problem, the first six steps may require more than one school year. Classes will move in Arithmetic in relation to ability and communication skills.

7. Symbolism and vocabulary needed for arithmetic 2
   - Oral practice to maintain skills
   - Written practice (largely developmental)

   Other ideas

8. Numbers
   - Experiences in reading and writing numbers 2
   - Counting by 2's, 5's, and 10's; relate to money

Grade Level

values and to multiplication

- Meaning of place value (use of concrete devices such as hundreds board)
- Need for zero as a place holder

Other ideas

9. Operation of Addition — 2

- Reteach Step 3 if necessary
- Vocabulary and symbolism
- Addition facts 1-12
- Three addends, doubles
- Coin recognition
- Count money (use counting by 5's and 10's)
- Skill maintenance and development

Other ideas

10. Operation of Subtraction

- Reteach Step 4 if necessary
- Idea of separating
- Vocabulary and symbolism
- Subtraction facts 1-12 (to be correlated with Step 9)
- Coin counting and valuation

	Grade Level
. Making change	
. Skill maintenance and development	
Other ideas	
11. Measurement	
. Reteach Step 5 and extend these experiences	2
. Linear (also maps and mileage)	
. Use fractional parts of measuring units	
. Activities in measuring objects	
. Simple applications using measurements from the child's environment	
. Other ideas	
12. Writing Numbers, Vocabulary, and Cumulative Review	2

NOTE: A similar plan of spiral development is to be designed for the succeeding levels. When Steps are compatible with the third and fourth grade levels, activities should provide oral arithmetic and supervised study in the second daily arithmetic period. Other activities (arithmetic games, measuring) are not to be eliminated.

13. The number system	3
. Use of written numerals to express any number in the system	
14. Addition	3

	Grade Level
15. Subtraction	3
16. Multiplication and Division Introduction	3
17. Measurement	3
18. Problem Solving	3
19. Cumulative Review and Vocabulary	3
20. The Number System	4
21. Addition and Subtraction	4
22. Multiplication and Division	4
23. Fractions	
24. Geometry	4
Recognition of simple geometric forms	
Reproducing some of these	
25. Problem Solving	4

	Grade Level
26. Decimals	4
27. Cumulative Review	4
28. The Number System	5
29. Operations: Addition and Subtraction Multiplication and Division	5
30. Fractions and Mixed Numbers	5
31. Problem Solving	5
32. Measurement	5
33. Scale Drawing	5
34. Cumulative Review	5
35. The Number System	6
36. Operations	6

	Grade Level
37. Fractions	6
38. Decimals	6
39. Measures and Denominate Numbers	6
40. Problem Solving	6
41. Geometry and Scale Drawing	6
42. Cumulative Review	6

SUGGESTIONS FOR SOCIAL STUDIES PROGRAM

Objectives: The outcomes desired in the social studies program for migrant children are suggested with the view that most of these children are two or more years older than non-migratory children in the same grade. Suggested outcomes might be:

1. Appreciation of citizenship in democratic nations, patriotism
2. Appreciation of leaders whose contributions have been important in shaping the destiny of the community, state, nation, and world
3. Appreciation for the worth of the individual and individual rights
4. Understanding of ways to meet and solve problems
5. Understanding of ways to contribute services for the welfare of others
6. Understanding of ways to improve standards of living
7. Understanding of how all people seek satisfactions in relation to jobs, homes, food, clothing
8. Understanding of how man adapts himself, even in failure
9. Understanding of the relation of change to progress
10. Understanding of how to generalize, how to draw conclusions, how to make comparisons.

Subject matter content suggested will be (a) history and geography, (b) citizenship, (c) appreciation for the American heritage, and (d) conservation of natural resources, planned sequentially for eight grades. A suggested sequence is shown on the attached chart.

In addition to the sequence proposed in the chart, it has been suggested that it may be well to give these children a better look at South America, Central America, and Mexico.

Skills are to be developed along with the subject matter content. The social studies program should be closely related to the language arts program. Reading in the social studies subject matter should be an extension of reading in language arts, providing another source of material for reading practice. Specific attention may be devoted to:

1. Listening with understanding
2. Speaking clearly and effectively
3. Reading and writing with facility
4. Reading maps and globes
5. Extending word recognition or word attack skills whenever necessary

Materials: Teachers of migrant children say that past experiences with the use of the presently adopted texts by grade levels with migrant children as well as educationally retarded children in attendance nine months each year have indicated weaknesses which imply a better source is desirable with improved scope and sequence of topics, varied techniques of presentation, and a change of emphasis on some content.

As much content as possible should be presented through such visual aids as films, filmstrips, pictures, and maps. There must, however, be available an abundance of reading materials at three or four levels of difficulty comparable to third, fourth, fifth, and sixth grade materials in graded readers.

Procedures:

1. Give opportunity for as much talk as the child's oral vocabulary will allow, but anticipate later vocabulary needs and use this vocabulary also in talking or reading to children. Emphasis should be given to discussion, drawing conclusions and generalizing, exchanging ideas, impressions and experiences appropriate for and relating to the content studied.
2. Use as many concrete materials as possible: flat pictures, charts, maps, globes, film strips, films, transparencies.
3. Plan many group projects in which children may talk together, dramatizations, team learning activities.

4. Provide field trips into stores, bakeries, canning factories so that children may have vocabulary-building experiences.

5. Provide, when children can read, for much reading and interpretation of thought and writing of outlines and summaries.

SEQUENCE OF SOCIAL STUDIES SUBJECT MATTER CONTENT
GRADES 1-8

CONTENT	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Geography and History Content	Geography of the local community	The Community--its history and relationship to other communities in the State, especially similarities and differences	The geography of the State; major regions--similarities and differences; how people of each region make a living	The State--its geographic relationship to other states, especially similarities and differences	The State--its history	The Nation--its geography	The Nation--its relationship to other nations, especially similarities and differences	The Nation--its history
Citizenship Content	The home and school as units of society 1. constituted authority of home and school 2. student's relationship and responsibility to home and school	The city or community as a unit of society 1. constituted authority of the city 2. how the city serves its citizens and responsibility of the citizen	The county as a unit of society; relationship of the city to the county.	The State as a unit of society; relationship of city and county to the State; the citizen's responsibility to the State	Texas government under France, Spain, Mexico, Republic of Texas, U.S., Confederacy	Relationship of the State government to the national government--the responsibilities of the individual	Our Nation's relationship to other nations of the world	The story of the establishment of our democratic republican form of government--events from colonial days
Content for Appreciation of the American Heritage	The community in the early days--what it was like	The early community continued and some of its noted citizens who helped build it	The local county in the early days and citizens who helped make it	The region in early days; i.e., Rio Grande Valley and pioneers who contributed	Our heritage from the Indians, from Spanish-speaking nations	Our heritage from England and France	Our heritage from nations of the old world	Contributions from our naturalized citizens
Content for Conservation Education	Natural resources of local community--how they are conserved	Natural resources of the county--how they are conserved	Natural resources of the region and how conserved; i.e., Rio Grande Valley	State parks and preserves--why protected	Natural resources of the State and Southwest; how conserved by law	Natural resources and beauties of the Southwest; how conserved	Natural parks and beauties--how preserved	How the government serves to protect and conserve resources

SCIENCE

In the program suggested for migratory children, science as a formal discipline will probably be postponed until grade 3. In grades 1 and 2 it is necessary to anticipate and develop the vocabulary necessary for science learning. Understandings may be developed by the use of concrete materials and visual aids, by varied experiences, excursions, and observations of the child's environment. Oral language experience charts may be developed. To a great extent, the program in grades 1-2 may be planned in correlation with the program for health and social studies with emphasis on elementary concepts and oral vocabulary related to such matters as 1) what to eat, 2) what to wear, and 3) when to rest.

The formal teaching of science should begin in grade 3, with more emphasis on reading, class discussions, development of science vocabulary, collection of current events and pictures, collection of materials for display and field trips to collect and observe. Concepts to be developed might deal with plant and animal life and weather.

Continuing through fourth and fifth grades, the emphasis will be placed on broadening concepts, stressing those more closely related to the child's needs rather than concepts considered chiefly preparatory for further science study. It is recommended that the technical vocabulary be kept to a minimum and that care be given to continuous development of oral vocabulary before formal presentation.

The sixth-grade science program should begin to develop the organization of science as a separate discipline, and pupils should become familiar with common vocabularies associated with the life, earth, and physical sciences.

By this time the scientific method of inquiry should be fairly clear to pupils and they should be participating in such activities as:

- collecting materials for experimentation
- developing projects for class activities
- engaging in experiments (both controlled and uncontrolled)
- recording information and making observations
- writing and presenting reports.

In grades 7 and 8 the program should meet the needs of the terminal student and provide sufficient background for students who will move into the regular school science curriculum. The major emphasis in grade 7 should be on life science topics (particularly plants and animals and the human body) with special discussion of physical science principles connected with the nature of matter and energy and chemical reactions.

In grade 8 the major emphasis should be on geology and meteorology of the state or states where these students live and work. The study of matter and energy and the nature of chemical reactions should be extended, and science principles related to motion and forces should be introduced.

Physical Education

The physical education program for the migrant should be essentially the same from the standpoint of content and time as that required for students in the regular 9-month program as described in the course descriptions in Bulletins 615 and 617.

The percentage of time to be provided in selected activities is shown in the following tabulation:

Grade 1

. Appraisal of physical fitness	Through the year
. Basic movements (Body mechanics, etc.)	15 to 25% of total time
. Games and Contests (Non-sport type)	20 to 30% " " "
. Playground Apparatus and Stunts	5 to 10% " " "
. Rhythmic Activities (singing games, etc.)	30 to 40% " " "

Grade 2

. Appraisal of physical fitness	1 to 3% of total time
. Basic Movements (Body Mechanics)	15 to 25% " " "
. Games, contests, and relays (Non-sport type)	25 to 35% " " "
. Playground Apparatus and Stunts	5 to 10% " " "
. Rhythmic Activities (Fundamental Movements)	30 to 40% " " "

Grade 3

. Appraisal of physical fitness	1 to 3% of total time
. Basic Movement (Body Mechanics)	10 to 20% " " "
. Games Contests, and Relays (Non-sport type)	15 to 25% " " "
. Lead up Games for Sports	5 to 10% " " "
. Playground Apparatus and Stunts	5 to 10% " " "
. Rhythmic Activities	20 to 30% " " "
. Track and Field Activities	3 to 8% " " "

Grade 4

. Appraisal of physical fitness	1 to 3% of total time
. Aquatics (if available)	5 to 15% " " "

.	Basic Movements	1 to 3%	"	"
.	Conditioning exercise (Daily)	5 to 20%	"	"
.	Games, Contests, and Relays	5 to 10%	"	"
.	Gymnastics	5 to 15%	"	"
.	Lead-up Games for Sports (soccer)	10 to 20%	"	"
.	Playground Apparatus and Stunts	8 to 15%	"	"
.	Recreation Games	3 to 8%	"	"
.	Rhythmic Activities	10 to 20%	"	"
.	Track and Field Activities	5 to 10%	"	"

Grade 5

.	Appraisal of physical fitness	1 to 3%	of total time	
.	Aquatics	5 to 15%	"	"
.	Basic Movements	1 to 3%	"	"
.	Conditioning Exercises (Daily)	10 to 25%	"	"
.	Games, Contests, and Relays (Non-Sport)	2 to 5%	"	"
.	Gymnastics	5 to 15%	"	"
.	Lead-up Games for Sports (Touch Football)	15 to 25%	"	"
.	Playground Apparatus and Stunts	8 to 15%	"	"
.	Rhythmic Activities	10 to 20%	"	"
.	Recreation Games	3 to 8%	"	"
.	Track and Field Activities	5 to 10%	"	"

Grade 6*

.	Appraisal of physical fitness	1 to 3%	of total time	
.	Aquatics	5 to 15%	"	"
.	Basic Movement	1 to 3%	"	"
.	Conditioning Exercises (Daily)	15 to 30%	"	"
.	Games, Contests and Relays (Non-Sport type)	2 to 5%	"	"
.	Gymnastics	2 to 15%	"	"
.	Lead-up Games for Sports (Basketball)	15 to 25%	"	"
.	Playground Apparatus and Stunts	8 to 15%	"	"
.	Recreation Games	3 to 8%	"	"
.	Rhythmic Activities	10 to 20%	"	"
.	Track and Field Activities	5 to 15%	"	"

* See Bulletin 615 for description of physical education in grades 7 and 8.

HEALTH EDUCATION

A supervised health program for the migrant child is equally as important as his academic studies. This program should follow the basic content described in Bulletins 615 and 617, modified to meet the special needs and interests of children who are two or more years retarded educationally.

School health service personnel (doctors, nurses, dentists) and classroom teachers can by observation and screening programs determine special needs of these children.

Health instruction should be coordinated with the language arts program and with other school activities such as the school lunch program so that it may be as functional as possible.

Health instruction for Grades 1-6 is described as follows:

GRADE 1

- Healthful daily routines
  - getting ready for school
  - maintaining proper cleanliness
  - proper use of the toilet facilities
- Food and nutrition
  - learning to like healthful food
  - participating in the school lunch program
- Growth and development
  - measurement of height and weight
  - relationship between food and growth
- Prevention and control of illness and disease
  - colds
  - vaccination
- Safety and first aid
  - stopping nosebleed
  - first aid for simple emergencies
  - pedestrian safety procedures
- Adjustment to school life
  - controlling emotions
  - taking turns
- Care of teeth, eyes, ears, and feet
  - blowing nose correctly
  - reducing amount of candy and other sweets
- Elementary facts of reproduction
  - new brothers and sisters in the family
  - pets and their babies

GRADE 2

. Healthful daily routines
  .. use of the toilet (use of toilet tissue, flushing the toilet, washing hands when finished)
  .. dressing appropriately

. Food and nutrition
  .. selecting a well balanced meal
  .. control of eating between meals

. Growth and development
  .. getting sufficient rest
  .. regulating amount of sleep

. Prevention and control of illness and disease
  .. how disease is spread
  .. causes of sore throats
  .. immunization

. Safety and first aid
  .. fundamentals of diaster safety
  .. safety on the playground

. Adjustment to school life
  .. being a member of a group
  .. sharing and cooperation with others

. Care of teeth, eyes, ears, and feet
  .. proper lighting when reading
  .. protecting ears in cold weather

. Elementary facts of reproduction
  .. pollenization in plants
  .. kittens and puppies and other animals

. Getting acquainted with community health
  .. the difference between purified and polluted water
  .. visiting a dairy.

GRADE 3

. Healthful daily routines
  .. dressing according to the weather
  .. good body mechanics in sitting and lying (posture)

. Food and nutrition
  .. basic seven food groups
  .. table etiquette
  .. improving eating habits

. Prevention and control of illness and disease
  .. wholesome attitudes toward "health helpers" (school health services)
  .. hygienic living practices (cleanliness and avoidance of exposure)

. Safety and first aid
  .. playground safety
  .. classroom and school bus safety
  .. dangers of fire

. Adjustment to school life
  .. making friends
  .. assuming certain responsibilities
  .. courtesy and thoughtfulness
  .. learning to understand oneself and others

. Care of teeth, eyes, ears, and feet
  .. brushing teeth correctly (general dental health)
  .. avoiding excessive glare
  .. wearing properly fitted socks and shoes

GRADE 3 (continued)

- Elementary facts of reproduction
  - reproduction in animals
  - reproduction in plants
- Growth and development
  - growth rates
  - maintaining proper weight for height
- Getting acquainted with community health
  - visits to water plant, sewage disposal plant, etc.
  - getting acquainted with the personnel promoting a healthful community.

GRADE 4

- A balanced day of work, rest, and play
  - preparation for bed time
  - helping at home
- Nutrition
  - misuse of coffee, tea, sweetened soft drinks
  - good eating habits (trying new foods)
- The structure of the body and how it functions
  - parts of the human body and its functions
  - causes and factors in good and poor posture
- Habits of personal cleanliness and grooming
  - good habits of personal cleanliness
  - importance of good posture
- Mental, emotional, and social health
  - getting along with others
  - honesty
  - good sportsmanship
- Qualities as a member of the family
  - respect for parents
  - cooperation with and respect for others
- A healthy, safe, and clean community
  - garbage disposal
  - rabies
  - safety hazards in the community.

GRADE 5

- A balanced day of work, rest, and play
  - learning to relax
  - rest, play, exercise, and work as basic body needs
- Nutrition
  - basic daily food requirements
  - overweight and underweight
  - participation in planning and preparation of simple family meals
- The structure of the body and how it functions
  - individual differences in height and weight
  - digestion
- Habits of personal cleanliness and grooming
  - care of skin, hair, and fingernails
  - practicing good posture

GRADE 5 (continued)

- Mental, emotional, and social health
  - respecting rights of others
  - self-confidence
  - controlling anger
- Qualities as a member of the family
  - assuming responsibility in the home
  - self-discipline
- A healthy, safe, and clean community
  - water purification
  - reacquaintance with doctors, nurses, dentists, and other health workers.

GRADE 6

- A balanced day of work, rest, and play
  - attitudes toward school work and school chores
  - time schedules and planning ahead
- Nutrition
  - choosing food wisely; regular meal times
  - nutrients
  - deficiency diseases
- The structure of the body and how it functions
  - functions of parts of the human body
  - blood structure and circulation
  - digestion
- Habits of personal cleanliness and grooming
  - selection and care of suitable clothing
  - general body cleanliness
  - importance of good posture
- Mental, emotional, and social health
  - understanding and making allowances for the physically handicapped, such as the epileptic, the crippled child, those with speech defect, and the mentally retarded
  - day dreaming
  - courage; character development
  - being a good citizen
- Qualities as a member of the family
  - pride in and care of personal belongings (clothes, toys)
- A healthy, safe, and clean community
  - inspections of food establishments and food handlers
  - functions of local health organizations
  - sewage treatment.

SAFETY EDUCATION

Since migrant children are continuously subject to the hazards of travel, safety education is a very important part of the 6-month program. The content should follow the course descriptions in Bulletins 615 and 617 as closely as possible, modified only to be made more functional for these children.

The school should organize and provide for:

- Articulation with the overall safety program of the school
- Supervision of children in safety activities to ensure the development of desirable habits and skills
- Participation of children and school staff in supervised drills for emergencies such as fire, explosion, tornado, and civil defense
- Participation in a plan of reporting school accidents
- Cooperation with community agencies.

GRADE 1

- Pedestrian safety
  - safe route to and from school
  - crossing the street
  - general pedestrian rules
- Traffic safety
  - tricycles
  - traffic lights and signs
  - hand signals
  - safety patrol (policemen and traffic officers)
  - traffic laws
- Indoor safety (home and school)
  - general household and school safety rules
  - proper use of matches
  - hazards of plastic bags
- Outdoor safety
  - unauthorized play areas
  - tornadoes and natural disasters
  - civil defense measures
  - safety precautions with animals
  - hazards of icy streets and sidewalks
  - school bus
  - hazards of discarded refrigerators.

GRADE 2

- Pedestrian safety
  - wearing light colored clothing when walking after dark
  - facing traffic when walking in the street
  - general pedestrian safety rules
- Traffic safety
  - riding and caring for bicycles
  - using crosswalks and intersections for crossing
  - one-way streets
- Indoor safety (home and school)
  - poisons
  - bathroom hazards (slippery bathtub; electric shock)
  - electrical equipment
- Outdoor safety
  - railroad dangers
  - electrical storms, and other bad weather conditions
  - swimming and wading
  - fishing and boating
  - hazards of fireworks.

GRADE 3

- Pedestrian safety
  A review of safety practices learned in the first two grades
- Traffic safety
  - school bus safety
  - loading and unloading procedures for all vechicles
- Indoor safety (home and school)
  - flammable liquids
  - hazards at Christmas (faulty wiring; fire danger of rubbish piles and dry trees)
  - using household appliances safely
  - heating equipment (oil stoves)
- Outdoor safety
  - railroad trespassing
  - avoiding hazardous areas (rifle ranges; electrical power installations)
  - camping and hiking
  - safety with strange dogs.

GRADE 4

- Pedestrian safety
  A review of safety practices learned in the first three grades

- Traffic safety
  - riding and caring for bicycles (review)
  - school bus safety (review)
- Indoor safety (home and school)
  - danger of plastic bags (review)
  - care and use of home workshop tools
  - kitchen and bathroom hazards
  - general household safety (review)
- Outdoor safety
  - roller skating
  - hazards of motor boats
  - hazardous weather conditions (tornado, hurricane)
  - safety with guns
  - poisonous plants and snakes.

GRADE 5

- Pedestrian safety
  - special problems on pedestrian safety
  - precautions for walking after dark (review)
- Traffic safety
  - local traffic regulations
  - planning an accident-free year
- Indoor safety (home and school)
  - falls
  - insecticides and flammable liquids
  - hazards of stairs (tripping, stepping on toys)
  - heating equipment (oil stoves)
- Outdoor safety
  - safety rules for swimmers and divers
  - general water safety
  - hazardous weather conditions (review)
  - summer vacation safety.

GRADE 6

- Pedestrian safety
  - proper use of sidewalks
  - winter walking
  - hikes (review)
- Traffic safety
  - proper equipment for bicycle safety
  - locking doors of cars when riding
  - safety belts
- Indoor safety (home and school)
  - hazards of electrical shock
  - burns from iron, toaster, stove
  - care and maintenance of tools and the home workshop
  - hazards of food and drink (poisons; contaminated or spoiled foods)
- Outdoor safety
  - dressing warmly for winter weather
  - dusting of insecticides
  - camping hazards
  - guns and target practice
  - avoiding strange animals
  - safety rules for swimmers and divers (review).

MUSIC

It is suggested that the emphasis in music for the 6-month school be on singing to provide a change in pace in the child's daily schedule, and to reinforce his language arts skills.

Songs used may be those available in state-adopted collections as well as any supplementary books containing appropriate vocabulary. Songs of the Spanish culture are in the current state-adopted materials and in some supplementary materials, which contain both Spanish and English texts.

Basic music theory may be introduced at about grade 3, emphasizing the reading of music notation and introducing key and time signatures.

Singing in unison should continue throughout the program, but no later than grade 5 two-part singing should be introduced. At grade 7 three-part singing is to be introduced.

At all levels children will also be given a needed change of pace by the use of rhythm instruments such as maracas, clavas, and güidos.

It would seem desirable to make instrumental music available at grade 7 and 8 for those children who have remained in a continuous music program.

Upon completion of grade 8 a child should be able to read with facility the music notation and the vocabulary of song books he will use in church or civic activities in which singing is a part.

INDUSTRIAL ARTS GENERAL SHOP

Industrial Arts General Shop is a four-year sequence of courses which includes basic areas of industrial shopwork: power mechanics, metalworking, woodworking, and electricity. Grade placement of topics to be covered provides for increasing depth of study as the pupil progresses and for appropriate repetition.

For instance, the power mechanics unit in the fifth grade course includes an introduction to principles of the internal combustion engine via work with small air-cooled units used on lawnmowers and scooters. These principles are studied again in grade eight in higher level repair and maintenance work with multi-cylinder engines. Each of the areas covered provides for repetition to strengthen skills and deepen understanding of principles.

Achievements of pupils who have completed the four-year sequence of courses can be expected to approximate those of more mature high school students who have completed a two-year high school sequence. The following skills and knowledge may be expected:

- Pupils use common hand tools and construction materials with a measure of skill.
- They use the basic technical vocabulary of each area studied in speaking, reading, and writing.
- They perform routine maintenance on simple machines -- automobile, simple home appliances . . .
- They exhibit a knowledge of elementary construction methods: wood joinery, fasteners, finishes; metal fasteners, forming methods, finishes . . .
- They understand elementary principles of electricity: heating, lighting, and power.
- They may have developed new insights regarding the scope of industrial occupations and their own life work.

The four-year sequence of courses includes the following content:

Grade V, Woodworking and Power Mechanics

- Shop organization
- Safety -- hand tools

- Reading and interpreting shop drawings, and blueprints
- Following teacher-prepared written instructions
- Measuring with a rule
- Using common hand woodworking tools: claw hammer, crosscut, back, and coping saws; block and jack planes
- Assembling with glue and nails, sandpapering
- Finishing wood with brush
- Disassembling small engines, inspecting parts, reassembling, testing, making carburetor adjustments
- Using box-and open-end wrenches, screw drivers, pliers
- Basic technical vocabulary in woodworking and power mechanics
- Basic wood joinery: lap, butt, dado, rabbet
- Principles of two-and four-stroke cycle engines

Grade VI, Woodworking and Metalworking

New woodworking content:

- Shop management; purchasing materials
- Safety -- finishes and other flammable materials
- Making freehand sketches of elementary projects
- Writing an order of procedure for work to be done
- Working to a deadline
- Constructing projects that require multiple operations with several tools

Metalworking content:

- Using common hand tools: files, punches, hand twist drill, ball peen hammer, rivet set, metal shears, hack saw, chisel, combination square

- Performing elementary bench and sheet metal operations: filing, drilling, riveting, cutting with shears and chisel, sawing, bending
- Making measurements and layouts with rule, square, calipers, and scriber
- Reading shop blueprints and sketches
- Basic technical vocabulary in metalworking

Grade VII, Power Mechanics and Metalworking

New power mechanics content:

- Fuels and lubricants
- Principles of carburetion
- Principles of elementary machine elements: cranks, pulleys, spur and bevel gears, levers, shafts, bearings, clutches, valves
- Multi-cylinder engines: the power cycle, disassembly and reassembly

New metalworking content:

- Soldering (soft)
- Heat forming, forging, simple heat treating and annealing
- Using floor or bench drill press
- Using power grinder and buffer
- Making shop sketches and writing orders of procedure for work; writing elementary specifications for materials
- Using hand taps and dies
- Using universal tube and strap bender, slip rolls, bar folder, squaring shears

Grade VIII, Electricity, Power Mechanics, Metalworking

Electricity content:

- Sources of electricity: chemical, mechanical, A. C., D. C.

- Conductors, insulators, switches
- Motor and generator principles
- Simple series and parallel circuits: lamps, cells, resistances
- Ohm's law
- Reading meters; measuring current, voltage, and resistance in D. C. circuits
- Applications in lighting, heating, power
- The automobile ignition and low voltage electrical systems

New power mechanics content:

- Test equipment and simple instrumentation: gaging temperature, ignition settings, carburetion
- Performing routine maintenance: lubrication, tire repair, cleaning
- Performing simple repair jobs: cleaning and gaging spark plugs, adjusting ignition and valve tappets, testing and repairing generator, starter, and hydraulic systems
- Design of the automobile: chassis, running gear, power train, body and trim

OCCUPATIONAL TRAINING IN AGRICULTURE

The objectives for occupational training in agriculture for migrant students are to provide necessary knowledge and skills needed for employment in available jobs in their home-base areas, in surrounding areas, or in the State.

These objectives and programs should be planned primarily for students with low basic educational achievement and no previous employment experience in the following occupations:

1. Fertilizer service company worker
2. Insecticide service company worker
3. Cotton gin and oil mill worker
4. Dairy farmer and plant employee
5. Farm machinery operator
6. Farm machinery repairman
7. Farm machinery company employee
8. Fruit and vegetable grader
9. Fruit and vegetable harvester
10. Fruit and vegetable packer
11. Fruit and vegetable processor
12. Greenhouse and nursery worker
13. Forestry worker
14. Grain elevator worker
15. Irrigator
16. Herdsman
17. Livestock rancher worker
18. Meat processing plant worker
19. Poultry workers -- graders, packers, processors
20. Sheep shearers

Instruction for employment in agricultural occupations should be provided for students in grades seven and eight. Subjects covered would provide for increased proficiency through continued experiences to strengthen appropriate skills and a broader understanding of the principles of agriculture.

Course outlines should be developed for areas of instruction that would provide basic knowledge and skills essential for employment upon completion of the two-year course offered in seventh and eighth grades and entrance to the regular vocational agriculture program offered in high schools.

HOMEMAKING EDUCATION

Homemaking Education is a four-year sequence of courses for girls 13 years of age and over enrolled in the non-graded schools for youth of migratory families. It is important for the teacher to work with community leaders whom the Spanish-speaking people trust and to visit the homes to secure the cooperation of the parents. Learning experiences should be planned to meet needs of each individual youth with progression of learning through the four years. The school, home, and community should be considered as the laboratories in which instruction takes place.

I. Suggested activities to be selected according to the needs of individual youth.

A. Improvement of housing and provision for attainable home convenience.

Providing sleeping space, beds, and attainable bedding.
Providing more windows--stress importance of light and ventilation.
Providing screens, mending broken ones.
Making and improvising furniture.
Providing seating space--window seats from boxes--children's chairs from orange crates--mending chairs--chairs from barrels.
Use of native chairs--benches.
Providing storage space.
Use of their own art in beautifying home.
Providing for sanitary disposal of water.
Heating the home--inexpensive ways.
Providing for privacy for individuals.
Providing for family and individual recreation.
Care of home, including cleaning, dusting, organization of work, care and operation of cleaning equipment.
Care of floors.
Finishing of walls for sanitation and lighting.
Safety in the home.

B. Improvement and nutrition of the family considering income, customs, desirable food practices.

Providing adequate foods daily.
Planning for wiser use of money for foods.
Encouraging use of more vegetables--provide gardens, packing sheds to secure vegetables and fruits unsuitable for shipping, visit city markets to see what vegetables are available at minimum cost.
Teaching the preparation of own foods in different ways. (ex., beans, squash.)

Supplementing native dishes with more milk and vegetables.
Commending use of whole corn tortilla.
Teaching use of own utensils--charcoal grill, soap stone, Dutch oven, to prepare American dishes.
Producing, caring for, and using dairy products.
Proper feeding of children.
Simple methods of keeping food with no storage or refrigeration--food preservation.
Ways of using dried and canned milk.
Overcoming superstitions.
Safety in use of equipment.

C. Improved practices in care and guidance of children.

Understanding the nature of the child.
Guiding children in formation of good habits.
Providing improvised, inexpensive play equipment.
Establishing desirable attitudes--recognition of child's property rights and of others.
Storing of children's property.
Training child to do things for himself.
Maternal care and health.
Foods needed for small child.
Necessity for regularity in daily feeding and schedule.
Importance of sufficient sleep.
Importance of quiet for small child.
Providing a separate bed for the baby.
Knowledge of proper development of the child and some guidance in handling behavior problems.
Safety.

D. Planning for better use of family income.

Better balanced buying.
Understanding of each member of family of use of income.
Procedure for planning for expenditures.
Understanding of cooperative buying.
How to use installment buying.
Procedure for selecting organizations to join.
Basis for selecting type of stores (as mail order houses--cash and carry).
Getting best quality for amount of money spent.
Way of extending family money income.
Types of income other than cash.
Care of equipment and furnishings to prolong use.

E. Improvement of health through sanitation and personal hygiene.

Importance of health examinations.
Preventive measures-- as vaccination.
Personal hygiene.
Proper disposal of waste, such as dish water, garbage, and sanitary toilets.
Care of outside toilets.
Care of food.
Quality and quantity of food.
Food for health.
Pest extermination; as mosquitoes, mice, roaches, flies.
How to make water supply safe.
Importance of community cooperation for sanitation, as water supply.
From what public agencies can help and information be secured to improve conditions.
Overcome superstitions.
Necessity for bathing-- how to provide space for bathing.
Securing articles for personal care, as soap, towels, tooth brush.
Relation of posture to good health.

F. Provision of adequate clothing for members of the family according to their needs.

Care and repair of clothing.
Providing clothing for children.
Making over clothing.
Selection of clothing suitable for many activities.
Selection of clothing appropriate for various purposes.
Planning for individuality in clothing.
Selection of accessories which may be worn with more than one outfit.
Selection of quality of material, color, and design, according to money available, suitable to individual.
Work with mother and girl to provide more opportunities for the girl to make some of her own selections.
Recognizing and encouraging use of suitable color combinations
Encourage more home sewing when better quality may be obtained for the money spent.
Emphasize sewing techniques such as fitting, altering of patterns, and use of patterns.
How to vary a foundation pattern.
Selection of clothing that will make girl at ease socially.
Emphasizing the taking of measurements to determine the size of pattern needed when practical to buy or size of garment to make.
Providing space to keep clothing in order to keep it in good condition and to have a definite place in which to find it.
Safety in the use of equipment.

G. Laundering of clothing and household linens.

Supplies necessary for good laundering.
Sorting clothes before they are washed.
Ironing and folding clothes.
Using bluing and starch.
Washing curtains, linens, woolens, and silks.
Drying clothes.
Removing stains and spots.
Mending, patching, and darning of clothes necessary before laundering.
Precautions in use of household irons.
Caring for iron and ironing board cover.
Dry cleaning--precautions to take in use of cleaners.
Putting away clothing after washing.
Importance of having definite time for laundry work.
Safety in use of equipment.

H. Relationships within the family and community.

Work with parents and girl in guiding her toward desirable action without the use of fear.
Encouraging the recognition of rights and opinions of individual family members.
Leading families to recognize the desirability of all family members sharing home responsibilities.
Providing experiences in which the girl will have an opportunity for making adjustments.
Emphasizing manners in public, on the street, in public gatherings - use of telephone, telegrams, taxis.
Guiding groups in the appreciation of their own social customs, such as their ways of clebrating Christmas.
Guiding groups in the appreciation of American as well as Mexican customs.
Becoming employable as a person.

I. Family and Individual recreation.

Emphasising some forms of recreation in addition to dancing, games, etc.
Providing space for recreation within the home.
Providing inexpensive equipment for games for children.
Hobbies for all family members.
Stressing recreation through school and community activities.
Planning for recreation through school and community activities.
Emphasizing family recreation.
Planning individual time so as to provide more time for recreation.
Teaching games that may be played in or outside the home.
Giving some guidance in discrimination in types of organizations to join.

J. Home care of sick and injured.

Treatment for various skin irritations, diseases, and minor injuries, cuts, and bruises.
Having home type of cabinet or box and supplies for caring for injuries - bandage out of old pillow cases sterilized and sealed in glass jars.
Teaching choice of some simple home medicines and supplies and how to care for them.
Bandaging--using improvised equipment in caring for sick.
Caring for utensils used by sick--sterilizing--food for sick.
Changing a bed with a patient in it.
Understanding the importance of isolating the sick.
Deciding when to use various home remedies and when to consult a doctor.
Overcoming superstitions.

K. Organization and management of time (a system of doing things).

Organization of work schedule in order to care for home to save energy.
Planning, preparing and serving of family meals with emphasis on saving time and energy.
Providing experiences in which girls may plan an order of work for such activities as dishwashing, serving meal, setting table.
Recognizing the importance of definite plans for purchasing foods, clothing, and similar necessities in order to have a better balanced plan of living.
Systematic plans for saving.
Recognize the importance of and in planning definite time for bathing where many members of the family have to use limited space for bathing.
Planning for regular hours of rest and feeding of small children.
Planning for spending of money so all cash available will not be spent on one good time or article, leaving no funds for the necessities until the next pay day.
Planning schedule of work so there will be time for recreation.

L. Development of skills which might lead to part-time employment, such as baby sitting, laundering, ironing, mending, working in child care centers.

OCCUPATIONAL TRAINING IN INDUSTRY

Occupational training in industry is a two-year course including: (1) instruction in the classroom directly related to the occupation the student will be learning and (2) practical experience on the job.

The objectives of related classroom instruction for occupational training in industry are: (1) to provide instruction directly related to the daily work experiences of students, (2) to provide a background of basic and auxiliary information that will enable the student-learner to advance in his chosen occupations, (3) to create desirable attitudes on the part of the student toward work, school, and society.

The practical phase of this program will be to place the student in an actual work situation to gain the knowledge and skills of the occupation he is learning. This will enable the student to apply the related classroom instruction to a realistic, practical work situation. The work schedule will be determined by the number of hours available in the daily classroom schedule.

The occupations selected for students enrolled in this class should be primarily for students with low basic educational achievement who are of the age level to profit from the training offered. Some examples of trades or occupations appropriate are:

... automobile mechanics helper

... automobile body repairman helper

... building maintenance man

... household employee

... sewing machine operator

... laundry worker

... assembly line worker

... welder helper

... construction worker

... municipal service workers

The objectives of occupational training in industries are:

... Acquaint the student with practical experience in an actual work situation

... Offer instructional materials in specific occupations to acquaint the students with the basic knowledge of the occupation

... Acquaint the student with the advantage of permanent employment in an occupation rather than a seasonal work situation

... Acquaint the student with the concept of earning a livelihood and becoming a permanent resident of a community

OCCUPATIONAL TRAINING IN DISTRIBUTION

Occupational training in distribution is a two-year course which involves a combination of (1) instruction in the classroom related to the occupation the student is preparing for, and (2) practical experience on the job.

The classroom instruction for occupational training in distribution includes: (1) the providing of training resulting in the acquiring of technical skills and knowledge directly related to the work experience of the students (2) a background of general information necessary to advance in the broad field of distribution (3) and the creating of desirable attitudes in the student towards work, school, and society.

The practical phase of this program will be the placing of the student in an actual work situation to acquire the skill and knowledge necessary for his chosen occupation. This enables the student to relate the classroom instruction to the on-the-job phase of his training. The work schedule should include not less than 15 hours of employment per week.

The distributive occupations selected for students in this class should be appropriate for students with low basic educational achievement. Some examples of appropriate distributive occupations are:

... retail stockkeeping department helper

... grocery produce department helper

... restaurant bus boy

... service station helper

... store janitorial service

... wholesale warehouse helper

... assistant to driver salesman

... automobile parts department helper

... store maintenance helper

The objectives of occupational training in distribution are:

... Acquaint the student with practical experience in an actual work situation

... Provide in classroom instruction information based on the specific and general knowledge necessary to a particular occupation

... Motivate the student towards interest in self-improvement and the desire to qualify himself for permanent employment as compared with seasonal work

... Interest the student in preparing himself for earning a livelihood and becoming a permanent resident of a community